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ABSTRACT

This guide provides materials to help adult educators in organizing and developing volunteer literacy programs for the functionally illiterate adult. Introductory materials include a brief history of the Volunteer Adult Reading Program (VARP) and the philosophy and rationale of the program. A list of questions and answers follows that are intended to help in thinking through the whole process of organizing a VARP. Lists of instructions are then provided for each of the five weeks prior to the first class session. Brief instructions are also included for the eight-week VARP sessions. Extensive appendixes, amounting to approximately 50 pages, include a VARP budget; flyers and advertisements; information on a literacy council, student recruitment, and tutor recruitment; a tutor training outline; a session outline; VARP objectives; a planning schedule; literacy council job descriptions; VARP accounting procedures; information on VARP tutor training and student testing; lists of adult literacy materials; a form for VARP statistics; a tutor job description; and a tutor/student attendance contract. (YLB)

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A GUIDE FOR ORGANIZING A VOLUNTEER ADULT READING PROGRAM (VARP)

SECOND EDITION

BY

CHUCK GUTHRIE

Coordinator, Adult Basic Education

Murray State University

May, 1983

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Adult Education Programs

Murray, Kentucky 42071

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The statements or contents of this report do not necessarily reflect the views or policies of the Division of Adult Education, State Department of Education, Commonwealth of Kentucky.

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"A Guide for Organizing a Volunteer Adult Reading Program"

by: Charles K. Guthrie

Introduction

This revised "Guide for Organizing a Volunteer Adult Reading Program (VARP)" is a revision of "A Guide for Organizing a Volunteer Adult Reading Program (VARP)" presented by Charles Guthrie at a Literacy Workshop in Louisville, Kentucky on September 20-24, 1982. Several participants attending that workshop used the former Guide to organize their own literacy programs, and suggested that the Guide be expanded and revised for future use. Therefore, this revised edition is the product of their request that motivated the writer to continue his pursuit of inspiring others to help the functionally illiterate adult.

Adult illiteracy in American society today is of growing concern to the government and private sector seeking a skilled work force to operate the sophisticated machinery of a highly technical society. These advocates for improving human conditions realize that in order to build a higher society will also require building a broader foundation. The material for this broader foundation is a composite of basic education skills that provide a base for building higher knowledge. Therefore, increasing adult functional literacy is not only the answer for improving the base of society, but also the key for improving the altitude of society.

Adult Basic Educators are saddled with the responsibility of helping adults retrieve and refine their basic education skills if they are to continue to support the base for future knowledge and improvement. The unfortunate truth of the matter is that until a majority of the public and government realize the importance of Adult Basic Education and the magnitude of the problem, money to solve the problem will not be provided. However, signs of progress are beginning to reveal themselves in such movements as the Kentucky Coalition for Literacy. Hopefully, such movements will loosen future monies necessary for overcoming illiteracy. Until then, Adult Basic Education will have to rely on volunteer resources.

The West Kentucky Adult Education network has been successful in developing Volunteer Adult Reading Programs (VARPs) that are a temporary answer for combating functional illiteracy until federal and state funding improve. Three programs have been implemented in West Kentucky and are continuing to be successful because of the support of the following school districts:

- Murray City Schools
- Calloway County Schools
- Graves County Schools
- Mayfield City Schools
- Marshall County Schools

These school districts in cooperation with Murray State University have made it possible to engineer, implement, and continue the three successful VARPs operating since 1979. The students, volunteers, coordinators, and supporting school districts have provided the writer of this guide with the ideas and inspiration for its contents. Without their dedicated work and support, there would be no guide. Hopefully, this guide will provide for the reader some good insights and suggestions for organizing his/her own VARP.

Historical Statement

The Volunteer Adult Reading Program (VARP) began in June, 1979 when the Adult Learning Center at Murray State University became aware that the Murray community was having only minimal success in reaching and teaching the functionally illiterate adult (FIA). A discussion with the Murray City School Superintendent resulted in an agreement for the Adult Learning Center to study the problem and make a recommendation for improvement.

The conclusion of the study indicated that limited success with the FIA was not unique to Murray, Ky.--it seemed to be a universal problem with Adult Basic Education (ABE) programs. Research about the FIA indicated that those reading below the fourth grade level are seldom recruited into traditional night ABE classes and there is a high drop-out rate among those who do. Hard data about local FIA retention and reading gain was almost non-existent. The one remark most often voiced by ABE teachers and literacy program coordinators was, "The FIA needs one-on-one help".

Based on the research and observations by the Adult Learning Center staff and local ABE teachers, a verbal recommendation for organizing a VARP to improve literacy skills for FIAs in Murray was verbally presented to the Murray City Board of Education and approved for implementation in June, 1979.

The approved plan involved six objectives:

1. Recruit a coordinator, ten FIA students, and ten volunteer tutors.
2. Secure a facility conducive to one-on-one tutoring with an area available for group activities.
3. Meet two and one half hours per night two nights a week for twelve weeks.
4. Offer a four hour tutor training session

5. Schedule group support activities to enhance student and tutor retention.
6. Retain 80 percent of the students and advance their reading gain by one grade equivalency, i e., 9 months on a standardized achievement test.

Once the program began, the coordinator and tutors felt a need to address the issue of helping students shed the traditional stigma that they have a limited status and voice in programming. Therefore, staff, tutors and students in subsequent programs were oriented about the overt attempt in teaching methodologies and programming to help the student feel accepted as a equal adult in the program. Methods of accomplishing this objective would include: developing a group support concept, using first names and dropping titles such as Mr., Mrs., etc., listening to the students' requests for reading instruction involving his/her area of interest, providing opportunities for improving interpersonal relationship skills (socializing skills), and insuring the student that he/she may see their record upon request.

With few modifications, the VARP has continued to operate to date with a high degree of success. Some sixty students have enrolled in the seven cycles expanding the past four years. Over 2,500 volunteer tutor hours have been logged by approximately 100 tutors since 1979.

Most recently, the VARP was expanded to two adjacent counties in West Kentucky with a high degree of success. Hopefully, the Murray VARP experience will benefit other interested ABE teachers and citizens seeking a cost effective rural plan of successfully reaching and teaching the FIA.

Philosophy

Most functionally illiterate and disadvantaged adults want to improve their literacy skills, but they often feel inadequate and lack self-confidence. Therefore, effective literacy training must include activities for students to develop a positive self-concept and increase their self-confidence.

The ability to learn is predicated upon the belief that one feels he can learn. If past educational experiences for the learner have been unsuccessful, then the individual has to be convinced by someone he can learn. Many educationally disadvantaged adults will not seek on their own another educational experience after dropping out of school; therefore, literacy program organizers have to be aggressive to recruit the FIA. Also, the literacy teacher/tutor must constantly help the student construct a positive self-concept while teaching basic educational skills.

Family or peer ridicule experienced by the student may submarine the best efforts of a literacy program. Functionally

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illiterate and disadvantaged adults are often skilled in finding excuses for not attending and eventually dropping out of a literacy program. With this in mind, a literacy program should set attendance objectives in a verbal contract prior to beginning a program, and the teacher/tutor should be firm in demanding the student complete his obligations. A group support strategy for literacy training programs helps maintain better student attendance and retention.

Twentieth century American society relies heavily on effective reading skills to cope with space age technology. Americans are immersed in computer print-outs, and individual survival requires daily confrontation with the computer. Reading is a prerequisite for understanding the computer To buy, sell, or trade any commodity in comtemporary American society usually requires a transaction with a computer. Government, business, and the consumer now communicate by computer, and he who doesn't understand computer terminology in American society today is, indeed, handicapped.

Handicaps come in many forms--the seen and the unseen. Physical handicaps are often seen and dealt with while unseen handicaps, such as the inability to read effectively, go unnoticed and unattended. If the illiterate adult gets help to overcome his/her handicap, it will probably result from the encouragement from a friend or relative or pressure from an employer

Proper help for illiterate adults involves one-on-one teaching, and respect by the teacher to maintain the confidentiality of the student. The degree of success in helping the FIA is in proportion to satisfying the students' specific needs and setting realistic goals. The relationship between tutor and student is probably the single most important variable in the formula for helping the FIA improve his/her reading ability.

Government funding for helping the FIA is grossly insufficient today, and probably will continue to be so in the foreseeable future. Therefore, the only feasible method of conducting an on-going adult literacy program is through a volunteer effort. Hopefully, enough members of contemporary American society will become aware of the plight of the illiterate adult, and rally to help them overcome their handicap.

Rationale

Adults in West Kentucky are experiencing a rapidly changing society. The agricultural occupations that used to provide various jobs for young, middle aged, and older adults are no longer a dependable source of employment for a majority of the work force. Due to mechanized and corporate farming, there is less need for laborers. Those remaining on the farms are forced to become more sophisticated farm managers to compete in cultivating and selling their goods.

The majority of West Kentucky adults no longer live on the farm, and employment opportunities are becoming increasingly limited as the economic crunch is impacting the young, middle-aged, and older adult. As jobs have become more limited, employment standards have increased. The common denominator for securing a job in West Kentucky today is specialization--a vocational trade, a formal degree, or job experience.

A fundamental step toward specialization is the acquisition of basic education skills. West Kentucky ABE statistics reflect a high correlation between unemployment and low achievement test scores.[1] Thus, an adult often finds himself/herself on the rebound from a series of minimal jobs until they become specialized in some job skill. For some 15,889 West Kentucky functionally illiterate adults, occupational rebounding will remain a way of life until they overcome their basic education deficiencies and acquire sepcialized job training.

Acquiring basic education skills after exiting the public school system today often requires great sacrifices, e.g. loss of leisure time, time away from the family, additional expense, etc. The lower the achievement level, the more sacrifices one has to make. The odds are against the functionally illiterate adult (FIA) today acquiring a specialized job skill and securing a steady job. As ABE funding sources are becoming more limited, the odds against the FIA to overcome basic education deficiencies are increasing

The only feasible means of reaching and teaching the FIA in our economically depressed age is through a volunteer effort. To launch an adult volunteer literacy program requires an enormous amount of time and effort. However, if citizens become aware of the damage inflicted upon their society resulting from adult illiteracy, the possibility of gaining support for an adult literacy program will surely gain momentum.

Trying to understand how a twentieth century society is advancing in the area of science and space technology while many of its citizens are regressing in literacy skills is almost incomprehensible. Citizens of West Kentucky are, in many cases, struggling to acquire rudimentary education skills while highly technical jobs are escaping them.

Public awareness of adult illiteracy and its devastating impact upon American society seems to be the prime obstacle in overcoming the problem. Surely, if the general population were aware of the magnitude of the problem, more assistance would be forthcoming in grants and aids. But, until that awareness awakes the public, FIAs will have to rely on volunteer programs to assist them in overcoming their basic education deficiencies

[1] Harcourt, Jules, Ed.D., Outreach to Identify and Serve the Disadvantaged in Kentucky. (Bureau of Vocational Education, KY, Department of Education, Final Report, 1981).

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It is possible to organize and implement a successful adult literacy program in most communities by recruiting volunteer tutors, and soliciting local funding. The humanitarian spirit continues to exist even in austere times, and if the humanitarian is presented with a valid need, such as a VARP, they will often volunteer their time and money to fulfill that need.

Volunteer Adult Reading Programs in Calloway, Marshall, and Graves counties have successfully operated in West Kentucky by challenging the local citizenry to help combat adult illiteracy. Once the public became aware of the plight of the illiterate adults in their community and its impact on the populace, it became a priority on the list of community needs.

Thinking It Through

You may find it helpful to think through the whole process of organizing a VARP. Once you begin to deal with the "Who," "What," "When," "Where," "Why, "How," etc., the task may appear like a "Mission Impossible" episode. However, it is not impossible as others are now conducting successful VARPs. Their experiences can save you time and money because many potential problems related to literacy training using a volunteer concept have already been identified and solved. This should help expedite your success.

As you think through organizing a VARP, you may find the following list of questions and answers helpful. Answers will be brief; however, the appendices will refer you to more detailed information about the subject.

1. Q -- Is there a need for a VARP in my community?

   A -- Your community is probably similar to most communities in respect to adult literacy. If so, the 1980 census will reflect that approximately 20 percent of the total adult population 25 years and older are functionally illiterate. This statistic alone usually precludes a needs assessment study. (Appendix 1) If not, you may want to prepare a survey to support your cause.

2. Q -- Am I personally prepared for the project of organizing a VARP?

   A -- Organizing a VARP will require approximately 20 hours per week for the five weeks preceeding the teacher training phase. About 30 hours of your time will be required for the week of the teacher training phase; thereafter, you will spend approximately 10 hours per week for the remaining eight weeks.

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Other than time, you must be prepared for the leadership role which involves public appearances, recruiting teachers and tutors, coordinating activities with community leaders and coordinating a teacher training event.

You must accept the fact that success will not happen overnight. However, when you do experience success, it will make it all worthwhile. Learning to read is a slow process, but adult illiterates-turned-literate seldom forget to express their appreciation for the help they receive.

3. Q -- Am I recognized as a qualified literacy trainer?

   A -- If you are an experienced Adult Basic Education (ABE) teacher, with a teaching certificate, and have attended a literacy training workshop, you are usually accepted by the community as a qualified literacy trainer. Also, ABE para-professionals who are experienced literacy tutors and have attended a literacy workshop are generally qualified

4. Q -- How much money is required for organizing and conducting an eight week VARP?

   A -- Approximately $500.00. (Appendix #2)

5. Q -- Who or what is the best source of financial support for a VARP?

   A -- Funding a VARP doesn't require a large sum of money, and there are many potential subscribers for such a worthwhile project. Some possible sources are:

1) Individuals	7) Business & Industry
2) Churches	8) CETA
3) Former ABE Students	9) VISTA
4) Service Organizations	10) Libraries
5) Foundations	11) Fiscal Court
6) Grants	12) Ministerial Associations

   Note: Remember, program support doesn't always involve money, e.g., a public library may supply instructional materials. A church may supply the facility. This kind of support reduces the amount of funding required for the VARP budget.

6. Q -- How do I inform the public about the VARP?

   A -- The easiest way to inform the public about your program is through the local media, i.e., radio,

television, newspaper, bulletin boards, flyers, etc. (Appendix #3 and #4)

You may also organize a Literacy Council. If you are successful in forming a Literacy Council, many of your tasks will be facilitated. (Appendix #5)

7. Q -- How do I recruit students?

   A -- Recruiting students becomes easier if you know where to find illiterate adults, and how to approach them. A good place to start is with your local ABE teacher. The teacher usually can identify several students who are functionally illiterate, and the teacher is probably the best person to encourage students to enroll in the VARP. More information about student recruitment may be found in Appendix #6.

8. Q -- How do I recruit volunteer tutors?

   A -- Again, the local media is helpful. However, if you can identify a local organization to support your program, such as a church, the organization will often help you recruit tutors. For more information about volunteer recruiting and training see Appendix #7.

9. Q -- How many students and tutors should I try to recruit for the first class?

   A -- Six students, six full time tutors, and two substitute tutors is a good number to begin with. Previous VARPs have determined it is wiser to start with a small group and add more students and tutors later.

10. Q -- How long should I schedule the first cycle to meet?

    A -- Eight weeks seems to be the general concensus expressed by coordinators of former VARPs. Two sessions per week, meeting for 2½ hours each, has been successful so far. For more detailed information about activities during the 2½ hour sessions, see Appendix #9.

11. Q -- What kind of instructional materials do I need, and how much should I order for the VARP?

    A -- For tutor training, you will need at least one book per tutor. One book you may consider for your tutor training program is, "Guidelines to Teaching Remedial Reading," by Lillian Pope, published by Book Lab, Inc., 1449 Thirty-Seventh Street, Brooklyn, N.Y., 11218. Allow 30 days for delivery.

For students, you will need at least one book per student. There are numerous good adult literacy materials on the market. For more information, see Appendix #20. If you plan to pre-test your students, order test materials 30 days in advance. See Appendix #19 for test publishers.

12. Q -- Who may I contact for additional information about Literacy Programs? (Appendix #13)

A -- 1) CONTACT
2) State Department of Education
3) Literacy Volunteers of America
4) Laubach
5) Kentucky Coalition for Literacy. (Appendix 5C)

Instructions for Five Weeks Prior to First Class Session

Five weeks before the first scheduled VARP, you should consider the following checklist:

- Acquire the 1980 Adult Basic Education (ABE) census data relative to the school district, region, and state. (Appendix #1)
- Write the VARP objectives. (Appendix #10)
- Discuss the VARP idea with the school district superintendent, public librarian, and ABE personnel in the district.
- Obtain a calendar for establishing dates for important events. (Appendix #11)
*- Set a date for a Literacy Council Organizational meeting.
- Begin a student-tutor prospect list.
- Contact the media (radio, television, newspaper, etc.) and schedule spots for advertising the VARP. (Appendix #4)
- Request letters of support from community leaders and service organizations. (Appendix #12)
- Contact coordinators and/or supervisors of other literacy programs or ABE programs and inform them about your VARP plans. You may also want to contact your State Department of Education and ask them for a list of ABE and literacy programs in your area.
- Write CONTACT for literacy information. (Appendix #13)
*- Start a prospect list for a Literacy Council; it should include a broad representation of the community.
- Begin a prospect list for VARP funding. (Appendix #2)

Instructions for Four Weeks Prior to First Class Session

*- Prepare an agenda for Literacy Council meetings. (Appendix #15)
*- Meet with Literacy Council and elect officers. Have job descriptions. (Appendix #16)
- Draft a VARP budget. (Appendix #2)
- Determine accounting procedures for contributions and expenditures. An easy method for acquiring an account

with a tax deductible number is to establish an account with a parent organization, e.g., a college foundation, church, etc. (Appendix #17)
- Recommend a VARP Coordinator and appoint tutor training committee.
- Order tutor training materials. (Appendix #18)
- Order pre- and post-testing materials. (Appendix #19)
- Order student instructional materials. (Appendix #20)
- Discuss tutor training and designate a coordinator of committee to work out the details. (Appendix #8)
- Discuss CONTACT membership. (Appendix #13)
- Select a VARP information phone number and/or site.
*- Set date for next Literacy Council meeting.
- Order audio-visual materials. (Appendix #20)

Instructions for Three Weeks Prior to First Class Session

- Submit to media first VARP press release. (Appendix #4)
- Schedule future media engagements.
- Distribute advertisement, i.e., posters and flyers in key places, e.g., laundry mats, libraries, grocery stores, public schools, churches, etc. (Appendix #3)
- Begin recruiting students and tutors from prospect list.
- Request Mayor and local government officials' support.
- Send VARP information to feeder agencies, e.g. driver's license testing officials, Human Resources and Development Vocational Rehabilitation, Judges, etc. (Appendix #22).
- Publicize tutor training event and send participants a map of how to get to the site. (Appendix #23)
- Make arrangements for a photographer to take pictures during tutor training event.
- Confirm VARP site. Secure a key, meet custodian and locate restrooms, lights, emergency exits, social area, heat and air conditioner controls, smoking area, electrical outlets, etc.

Instructions for Two Weeks Prior to First Class Session

- Follow-up on ordered materials.
- Locate areas for storing materials, supplies, and audio-visual equipment.
- Select pre-testing location.

Instructions for One Week Prior to First Class Session

*- Second Literacy Council meeting.
- Conduct tutor training event. Present certificates and take photos for news release. (Appendix #24)
- Continue student recruitment.
- Discuss Volunteer appreciation event.
- Discuss the VARP evaluation. (Appendix #25)

Instructions for the Eight Week VARP Sessions:

The VARP Coordinator should function as a resource person NOT a tutor. The first session is the most difficult for the Coordinator because the first session involves testing students, matching tutors and students, assigning rooms, and establishing the routine for the future sessions. For the first session, the Coordinator should have an assistant to help prepare refreshments and lend help when needed.

Sessions two and three are critical for developing good attendance. The Coordinator should encourage tutors and students to communicate with each other by phone in case of absence or tardiness. A phone call from a tutor to a student during the first week is a good idea as communication reinforces the tutor-student relationship. If a tutor plans to be absent, he/she should phone a substitute tutor from the list before contacting the Coordinator.

Sessions four through seven should become routine. However it is not unusual for a tutor and student to become disgruntled with each other. If this occurs, it can often be worked through with assistance from the Coordinator. If not, a change may be required.

As the VARP settles down for sessions four thorugh seven, you may start preparing for the next cycle by repeating the steps in the guide you used with the first cycle. A few modifications may be necessary.

Session eight is somewhat like session one, as you will post-test the students and collect your program data for the VARP statistic table. You will also need a VARP evaluation from students and tutors. You may accomplish this by asking for written comments from tutors and ask the tutors to write the students statement if the student cannot write effectively.

After the last session, the Coordinator will need to write thank you letters to pertinent people and organizations that assisted the VARP. At this point, you may relax prior to the next cycle.

A letter from Mrs. Charlotte Preston is appropriate at this point as it is indicative of the success the Guide is designed to facilitate.

February 1, 1983

Dear Chuck:

I started a Literacy Program January 17, 1983. I went with a lot of your ideas in the "Guide for Organizing a Volunteer Adult Reading Program(VARP)".

I have 16 students and 15-16 volunteers. I have my program in the High School on the same evening that I'm in the Adult Learning Center. This way I'm out only the two nights that I work. The principal opened three other rooms in the High School for me.

The students are already asking me if I'm going to have it again before school is out. I'm really pleased with the way it is working out.

Sincerely,

Charlotte Preston
Adult Learning Center
Danville High School
Danville, Kentucky 40422

If you have ideas, suggestions, comments, etc. for the third edition of the "Guide for Organizing a Volunteer Adult Reading Program (VARP)", please send them to:

Mr. Charles K. Guthrie, Coordinator
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Murray State University
Room 206 Roy Stewart Stadium
Murray, Kentucky 42071

Phone: (502) 762-6971

EDUCATIONAL ATTAINMENT OF ADULTS IN KENTUCKY - 1980 Census Information

		Adults 25 Years of Age & Older				
COUNTY	3,660,777 Total Population	2,086,691 Adult Population	653,784 K - 8	324,350 9 - 11	1,108,557 HS-Above	53.1% % HS Grads
Adair	15,233	9,291	4,850	1,228	3,213	34.6%
Allen	14,128	8,779	4,271	1,126	3,382	38.5%
Anderson	12,567	7,393	2,475	1,196	3,722	50.3%
Ballard	8,798	5,521	1,636	935	2,950	53.4%
Barren	34,009	20,684	8,891	2,690	9,103	44.0%
Bath	10,025	5,908	2,933	874	2,101	35.6%
Bell	34,330	19,319	9,610	2,717	6,992	36.2%
Boone	45,842	25,095	4,492	4,214	16,389	65.3%
Bourbon	19,405	11,628	3,622	1,771	6,235	53.6%
Boyd	55,513	33,759	8,187	5,669	19,903	59.0%
Boyle	25,066	14,648	4,183	2,326	8,139	55.6%
Bracken	7,738	4,627	1,838	768	2,021	43.7%
Breathitt	17,004	8,776	4,223	1,305	3,248	37.0%
Breckinridge	16,861	9,892	4,367	1,363	4,162	42.1%
Bullitt	43,346	22,177	5,951	4,477	11,749	53.0%
Butler	11,064	6,504	3,421	834	2,249	34.6%
Caldwell	13,473	8,625	2,996	1,356	4,273	49.5%
Calloway	30,031	16,883	4,497	2,284	10,102	59.8%
Campbell	83,317	47,773	12,565	8,623	26,585	55.6%
Carlisle	5,487	3,457	1,110	532	1,815	52.5%
Carroll	9,270	5,517	1,842	1,108	2,567	46.5%
Carter	25,060	13,753	6,285	2,245	5,223	38.0%
Casey	14,818	8,665	4,784	1,002	2,879	33.2%
Christian	66,878	32,876	8,263	4,736	19,877	60.5%
Clark	28,322	16,521	4,765	2,522	9,234	55.9%
Clay	22,752	11,718	7,020	1,466	3,232	27.6%
Clinton	9,321	5,585	3,089	795	1,704	30.5%
Crittenden	9,207	5,776	2,310	844	2,622	45.4%
Cumberland	7,289	4,551	2,792	437	1,322	29.0%
Daviess	85,949	48,965	11,076	7,883	30,006	61.3%
Edmonson	9,962	5,772	2,757	965	2,050	35.5%
Elliott	6,908	3,742	2,059	512	1,171	31.3%
Estill	14,495	8,301	4,190	926	3,185	38.4%
Fayette	204,165	115,055	18,264	14,434	32,357	71.6%
Fleming	12,323	7,326	3,537	845	2,944	40.2%
Floyd	48,764	26,961	12,373	3,838	10,750	39.9%
Franklin	41,830	25,064	5,700	3,327	16,037	64.0%
Fulton	8,971	5,494	1,858	1,156	2,481	45.2%
Gallatin	4,842	2,761	1,018	551	1,192	43.2%
Garrard	10,853	6,741	2,484	1,257	3,000	44.5%
Grant	13,308	7,630	2,596	1,293	3,741	49.0%
Graves	34,049	21,686	6,976	3,874	10,836	50.0%
Grayson	20,854	12,203	5,990	1,670	4,543	37.2%
Green	11,043	6,918	3,820	637	2,461	35.6%
Greenup	39,132	22,402	6,062	3,545	12,795	57.1%
Hancock	7,742	4,253	1,233	587	2,433	57.2%
Hardin	88,917	39,986	8,372	5,012	26,602	66.5%
Harlan	41,889	22,992	10,377	3,838	8,777	38.2%
Harrison	15,166	9,271	3,222	1,704	4,345	46.9%
Hart	15,402	9,123	4,357	1,375	3,391	37.2%
Henderson	40,849	23,811	5,989	4,196	13,626	57.2%

COUNTY	Total Population	Adults 25 Years of Age & Older: Adult Population	K - 8	9 - 11	HS-Above	% HS Grads
Henry	12,740	7,776	2,645	1,171	3,960	50.9%
Hickman	6.065	3.830	1.160	632	2,038	53.2%
Hopkins	46,174	27,410	9,403	4,386	13,621	49.7%
Jackson	11,996	6,693	4,182	821	1,690	25.3%
Jefferson	685,004	406,868	77,865	70,096	258,907	63.6%
Jessamine	26,146	14,032	3,692	1,963	8,377	59.7%
Johnson	24,432	13,944	6,234	1,741	5,969	42.8%
Kenton	137,058	78,036	17,891	14,109	46,036	59.0%
Knott	17,940	9,283	4,703	1,224	3,356	36.2%
Knox	30,239	16,552	8,424	2,165	5,963	36.0%
Larue	11,922	7,232	2,920	1,136	3,176	43.9%
Laurel	38,982	21,732	9,446	3,053	9,233	42.5%
Lawrence	14,121	7,982	3,902	1,204	2,876	36.0%
Lee	7,754	4,544	2,261	713	1,570	34.6%
Leslie	14,882	7 448	4,094	1,074	2,280	30.6%
Letcher	30,687	16,618	7,735	2,591	6,292	37.9%
Lewis	14,545	7,805	4,268	961	2,576	33.0%
Lincoln	19,053	11,159	5,078	1,956	4,125	37.0%
Livingston	9,219	5,723	1,887	924	2,912	50.9
Logan	24,138	14,495	5,632	2,330	6,533	45.1%
Lyon	6,490	4,373	1,339	669	2,365	54.1%
McCracken	61,310	38,193	8,437	5,739	24,017	62.9%
McCreary	15,634	8,145	4,563	1,240	2,342	28.8
McLean	10,090	6,149	2,230	1,023	2,896	47.1%
Madison	53,352	26,152	7,958	3,838	14,356	54.9%
Magoffin	13,515	6,841	3,761	1,022	2,058	30.1%
Marion	17,910	9,606	3,719	1,577	4,310	44.9%
Marshall	25,637	16,184	4,613	2,439	9,132	56.4%
Martin	13,925	6,874	3,465	1,040	2,369	34.5%
Mason	17,765	10,708	3,616	1,826	5,266	49.2%
Meade	22,854	11,623	2,605	1,557	7,461	64.2%
Menifee	5,117	2,761	1,514	368	879	31.8%
Mercer	19,011	11,520	3,558	1,942	6,020	52.3%
Metcalfe	9,484	5,730	3,180	656	1,894	33.1%
Monroe	12,353	7,454	4,246	791	2,417	32.4%
Montgomery	20,046	11,405	4,261	1,801	5,343	46.9%
Morgan	12,103	6,679	3,708	935	2,036	30.5%
Muhlenberg	32,238	18,947	7,035	3,427	8,485	44.8%
Nelson	27,584	14,802	4,413	2,103	8,286	56.0%
Nicholas	7,157	4,329	1,694	816	1,819	42.0%
Ohio	21,765	12,863	4,927	2,269	5,667	44.1%
Oldham	27,795	15,523	2,652	2,109	10,757	69.3%
Owen	8,924	5,460	2,200	988	2,272	41.6%
Owsley	5,709	3,237	1,927	361	949	29.3%
Pendleton	10,989	6,238	2,254	1,024	2,960	47.5%
Perry	33,763	17,943	8,600	2,655	6,688	37.3%
Pike	81,123	43,649	19,758	7,182	16,708	38.3%
Powell	11,101	5,973	3,035	906	2,032	34.0%
Pulaski	45,803	27,175	11,725	3,365	12,085	44.5%
Robertson	2,265	1,424	642	203	579	40.7%
Rockcastle	13,973	8,008	4,355	1,000	2,753	34.4%
Rowan	19,049	9,205	3,369	1,145	4,691	51.0%
Russell	13,708	8,384	4,099	1,146	3,139	37.4%
Scott	21,813	12,203	3,480	1,993	6,730	55.2%

COUNTY	Total Population	Adults 25 Years of Age & Older: Adult Population	K - 8	9 - 11	HS-Above	% HS Grads
Shelby	23,328	13,909	3,937	2,312	7,660	55.1%
Simpson	14,673	8,586	2,810	1,500	4,276	49.8%
Spencer	5,929	3,455	1,518	566	1,371	39.7%
Taylor	21,178	12,533	5,309	1,693	5,531	44.1%
Todd	11,874	7,090	3,219	944	2,927	41.3%
Trigg	9,384	5,956	2,200	839	2,917	49.0%
Trimble	6,253	3,699	1,103	775	1,821	49.2%
Union	17,821	8,864	2,134	1,730	5,000	56.4%
Warren	71,828	38,216	9,718	5,086	23,412	61.3%
Washington	10,764	6,135	2,385	932	2,818	45.9%
Wayne	17,022	9,759	5,737	1,132	2,890	29.6%
Webster	14,832	8,902	3,045	1,644	4,213	47.3%
Whitley	33,396	18,554	8,173	2,861	7,520	40.5%
Wolfe	6,698	3,688	2,135	563	990	26.8%
Woodford	17,778	10,267	2,523	1,500	6,244	60.8%

Budget

A budget for a Volunteer Adult Reading Program (VARP) is easy to itemize, but sometimes difficult to raise. Raising a budget is a task which most adult educators feel uncomfortable about. However, it is important, and probably the most effective way to accomplish this task is to have an effective fund raising person on the Literacy Council.

Funding a VARP doesn't require a large sum of money, and there are many potential subscribers for such a worthwhile project. Some possible sources of financial support are:

1. Individuals
2. Churches
3. Former ABE students
4. Service organizations
5. Foundations
6. Grants
7. Business and Industry
8. CETA
9. Libraries
10. Fiscal Court

Remember, program support doesn't always involve money, e.g., a library may supply books or a church may supply a facility.

A simple fund raising technique is to list all potential subscribers, and send them a letter explaining the program, and requesting their financial support.

The following sample itemized budget may be helpful for a forty hour VARP program.

VARP Budget
Cycle #8
40 Hour Program

Coordinator's Salary	40 hrs. @ $7.00	$280.00
Tutor Workshop (4 hours)	10 tutors @ $5.00	50.00
Instructional Supplies	10 students @ $10.00	100.00
		$430.00

Other line items may be added: utility fee for facility or custodial fee.

some adults can't read this

Will you tell them about it?

ADULT
READING
CLASS
is the key

you can

762-6971

FREE CLASSES

Adult Learning Center

08-Tribune-Courier, Benton, Kentucky Wednesday, February 10, 1982

Adult reading program will begin

The Adult Learning Center, Murray State University and the Marshall County School System will offer an Adult Reading Program for adults who cannot read or have difficulty reading, in the Benton-Marshall County area, beginning March 2. Classes will meet on Tuesday and Thursday from 6 to 8:30 p.m. at the Benton Junior High School, and continue through April 22.

This program will be limited to ten students. Each student will have a volunteer tutor/helper.

This program is free. Books and materials will be furnished.

Volunteer tutors/helpers are the key to making this program a success. Tutor/helper qualifications are: a minimum education of a high school diploma or equivalency (GED), 18 years of age or older, and willing to attend a three hour training session on Feb. 25, from 6 to 9 p.m. Interested applicants should call the Adult Learning Center, Murray State University, (762-6971) during the day or Mildred Nichols at 354-6428 or 527-1209 after 6 p.m.

Students and volunteer tutors are needed. If you are interested please call now for more information.

Appendix #4b 20 VOLUNTEER ADULT

Entertainer To Help With Program

Department To Fight Adult Illiteracy

FRANKFORT — The Kentucky Department of Education, with the help of entertainer Johnny Cash, has launched a campaign aimed at attacking the problem of adult illiteracy in the state.

Although the Education Department's unit for adult education has provided instruction for thousands of adults through the years and has awarded more than 125,000 General Education Development diplomas, adult education in Kentucky has touched only 2 percent of its target population of 1.4 million.

The solution to tackling this problem, education staff members believe, may rest on a promotion developed by the state of Tennessee starring Cash. The message is simple, Illiteracy – we cannot afford it.

Cash was a natural for the campaign after he portrayed an illiterate Kentucky coal miner who successfully overcame the problem in the television drama "The Pride of Jesse Hallam."

Cash does have a high school diploma but he said when the movie was telecast he identified with the character he portrayed "because of my background." As most country music fans know, that background includes growing up on a small Arkansas cotton farm.

"I remember so many times standing in line to have my cotton weighed and seeing small-time chiselers cheating the workers who couldn't fill out their forms," Cash said in a syndicated interview published when the film was aired.

After the March showing of "The Pride of Jesse Hallam," Cash was contacted by the Tennessee Department of Education. The singer-actor agreed to donate his time and efforts for radio and television spots and to appear on billboards to combat the problem of adult illiteracy in Tennessee. He has done the same for Kentucky.

In October, 100 billboards were strategically placed throughout Kentucky. Numerous television and radio public service announcements will be released in January.

By stressing illiteracy's cost to society, the campaign hopes to encourage efforts to steer adults with this disability into state-run basic education courses.

"Ideally Mr. Cash's promotion will give Kentucky adult education greater visibility and will increase public awareness of adult illiteracy," said Alice McDonald, office head of federal programs with the Department of Education.

Fonda Butler with the adult education unit explained that although local education programs exist in 112 counties statewide, money is not always available for promotion.

"Sixty percent of these programs have a budget less than $10,000 which does not provide a great amount for promotion," Butler said. "They cannot advertise in the yellow pages, have their own radio and TV spots or use payroll circulars which are promotional staples of large programs.

"For these reasons, small programs have frequently suggested promotion of adult education statewide with a toll-free number to increase their visability and help reach those in need," Butler added.

Kentucky's toll-free adult education number is 1-800-372-3170 and can be seen on billboards and public service announcements. Interested persons may call the number to find out about a local adult education program in their area.

The problem of adult illiteracy is not unique to Kentucky or any particular region of the country. It is estimated 25 million adult Americans are functionally illiterate.

The point of the campaign is that society cannot afford the costs of illiteracy, illustrated by the fact 25 percent of American adults without a high school education cannot address an envelope well enough for a letter to reach its destination, and more than half cannot read well enough to understand a help-wanted ad.

READING PROGRAM

BEST COPY AVAILABLE

BECOME A VOLUNTEER TUTOR AND HELP ADULTS IMPROVE THEIR READING SKILLS

762-6971

SUPPORT YOUR LOCAL VOLUNTEER ADULT READING PROGRAM (VARP) SPONSORED BY MURRAY CITY SCHOOLS, ADULT LEARNING CENTER--MURRAY STATE UNIVERSITY, AND KENTUCKY DEPARTMENT OF EDUCATION.

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25

Literacy Council

A Literacy Council will facilitate the initial organization and continued success of a Volunteer Adult Reading Program (VARP). The organizational structure of the Literacy Council may vary as there is not a definite number of individuals who serve on the council.

The purpose of a Literacy Council is to undergird and support the VARP. When key people in the community serve on the Literacy Council, credibility with the public grows. Public awareness increases as persons on the council share with others the benefits of the program. Naturally, several individuals making up the council can achieve more than one dedicated adult educator. The following example may be used for planning a Literacy Council.

The objectives of a Literacy Council may vary, but for planning purposes, you may consider the following objectives:

1. Assess the community needs for an Adult Literacy Program.
2. Organize an official Literacy Council.
3. Define the functionally illiterate adult.
4. Promote public awareness of the need for a Literacy Program.
5. Identify and train a coordinator.
6. Draft a budget.
7. Solicit funding.
8. Recruit students.
9. Recruit volunteer tutors/helpers.
10. Provide tutor training.
11. Locate and schedule facilities for the Literacy Program.
12. Secure materials.
13. Conduct a program evaluation.

Literacy Council members should represent the community at large. Job descriptions should be complete before organization efforts begin. Suggested Literacy Council positions are:

1. Chairperson
2. Secretary
3. Treasurer
4. Public Relations
5. Tutor Training
6. Volunteer Recruitment
7. Student Representative
8. Tutor Representative
9. Library Resource Representative
10. Fund Raising

LOUISVILLE LITERACY COMMISSION

Philosophy Statement

Nearly 20,000 adults in Louisville are functionally illiterate--unable to read and write at proficiency levels needed to cope successfully in daily life. In response to the needs of these educationally disadvantaged adults, the Mayor of Louisville has established a Louisville Literacy Commission. The purpose of the Commission is to increase citizen awareness and support of efforts to improve adult literacy.

Comprised of representatives from all segments of the community the Commission will have a major role in promoting and supporting community-based initiatives that improve adult literacy. Commissioners will work with communities to identify and develop community resources for ameliorating illiteracy problems. Access to technical assistance will be provided so that residents can become involved in the planning and implementation of educational programs for undereducated adults. Support will be solicited from a variety of resources within both public and private sectors.

The duties of the Commission will include:

- increasing public awareness of adult literacy programs in Louisville
- designing and disseminating a logo or symbol that the public will associate with adult literacy
- sponsoring a variety of activities to disseminate information and promote literacy activities
- identifying communities that are seeking assistance in developing literacy programs
- providing access to technical assistance to communities so that a range of literacy services can be developed
- identifying and obtaining resources that will ensure the maintenance and expansion of the adult literacy efforts

The Louisville Literacy Commission, therefore, will promote and assist communities in developing activities to improve adult literacy. As a result of these efforts, adults in Louisville will become more independent, self-directed, and productive citizens.

Source: Louisville Literacy Commission, Louisville, Kentucky, 40202

Kentucky Coalition for Literacy: A Rationale

One out of five adult Americans cannot read at a functional level. This inability to read means that over 200,000 Kentuckians are unable to fulfill the potential of their lives. It not only robs them of a richer and more rewarding life, but is often the cause of social problems which carry a heavy price for all of society. This inability is a pervaisve force which affects every aspect of life, influencing an individual's sense of dignity and self-worth, home and family relationships, physical and mental health, economic independence, and full participation in a caring society. It is a set of problems which extends far beyond the range of educational institutions and must be attacked at all levels -- by governmental systems, human service agencies, and community organizations.

We propose the formation of a Kentucky Coalition for Literacy to bring together agencies and persons involved in combatting the terrible problems of illiteracy. This Coalition will provide support to existing efforts and seek to extend them in order to facilitate a more comprehensive and targeted attack. Through this cooperative effort, we will work toward fostering in every Kentuckian and through every means a movement to insure that all citizens are provided with the opportunity to learn to read, write, and compute with proficiency necessary to meet their life demands.

The Kentucky Coalition for Literacy may consider a range of activities in meeting its coordinating and advocacy responsibilities, including the following:

- Initiating the founding of Local Literacy Councils to mobilize human, physical, and financial resources to provide/support literacy instruction and services;
- Providing training to local programs in recruitment of adult students, design of effective instructional delivery, and appropriate instructional materials and methods;
- Seeking foundation and corporate funding to support literacy programs;
- Advocating with local, state, and national governments and legislators to further commitments to support literacy programs;
- Coordinating a statewide campaign to create an awareness of the issues of adult illiteracy and recruit students and volunteer tutors;
- Maintaining a network for communication and exchange among literacy programs;

- Performing research, disseminating information, and developing model programs to expand and advance knowledge to make programs more effective.

Source: Kentucky Coalition for Literacy, 300 Coffee Tree Road, P.O. Box 537 Frankfort, Kentucky, 406020537

Student Recruitment

Recruiting students for the first VARP is difficult, but the task can be facilitated by knowing where and how to recruit the functionally illiterate adult (FIA).

Potential students for adult literacy programs may be recruited through existing ABE programs. Many FIAs enroll in ABE classes, but soon drop out if they are functioning at a much lower level than other students. ABE teachers and Adult Learning Centers are a good resource for identifying potential FIA students.

If these programs are non-existant, other key community agencies may assist you. Some of these agencies are public schools, banks, gorcery stores, utility companies, human resources and development offices, jails, post offices, driver's license test sites, churches, the Red Cross, etc. A note of caution--don't disclose your informer, and do protect the confidentiality of the student.

The best approach to recruiting the student, once you have the name, is to ask the informer to make the functionally illiterate adult aware of your adult literacy program.

Another approach to recruiting the functionally illiterate adult is to contact employers where functionally illiterate adults most frequently work. Some occupations that attract the FIAs are sanitation workers, custodians, maintenance workers, and common laborers.

After a few FIAs are recruited, they become the best recruiters for a VARP. Illiterate adults usually can identify other illiterate adults, and are often more successful in recruiting the prospective student into attending the VARP than anyone else.

Media announcements are also helpful. Free public information announcements by local radio, T.V., and newspapers will also attract some students -- Appendix #4.

TUTOR RECRUITMENT

Recruiting volunteer tutors for a VARP is facilitated by having specific information about what you expect of them. A job description is helpful.

Tutor Job Description

The VARP tutor instructs the functionally illiterate adult in adult basic education (ABE) curricula. ABE curricula involves reading, writing, and arithmetic content on grade levels 1 through 7.9. Tutors normally work on a one-to-one ratio with the student(s).

Eligibility

The VARP tutor must be at least eighteen years of age and possess a high school equivalency.

Training

The VARP tutor must agree to attend a three hour pre-program training session.

Time Commitment

The VARP tutor will log a total of fifty contact hours with the student in a nine month period.

Salary and Fringe Benefits

None. However, travel to and from the VARP site may be tax deductible.

Supervised by

The VARP tutor will be supervised by the VARP coordinator.

Verbal Contract

The VARP tutor will verbally agree to a mutual contract statement with the student.

Desirable characteristics for volunteer adult literacy tutors are:

1. Compassionate personality
2. Dependable
3. Cooperative and positive attitude
4. Knowledgeable in reading skills
5. Experienced if possible
6. Well groomed

If individuals are reluctant to volunteer, it is sometimes helpful to invite them to a tutor training session with the understanding that they will have the option to decide after the session if they want to be further involved. Sometimes individuals will serve only as a substitute which is still helpful to the program.

Volunteer Adult Reading Program
Tutor Training Outline
6:00-9:00 p.m.

I. Tutor Training
- A. Purpose
- B. Philosophy
- C. History
- D. Facility tour
- E. Schedule
- F. Contract
- G. Record keeping
  - 1. Time card
  - 2. Student folder
    - a. Tutor check list
    - b. Student goals/oral reading
    - c. Materials sign-out
    - d. Recording test scores
    - e. Notes
    - f. Prescription posting
- H. Student Survey
- I. Student-Tutor Selection & Contract
- J. Student Assessment
  - 1. Pre-Test TABE E-1
  - 2. Post-Test TABE E-2
- K. Language Experience Exercise
- L. Instructional Materials
  - 1. Reading-Writing (1-2-3-Syllable Step)
    - a. Alphabet Workbook
    - b. Vocabulary Recognition 1,2,3,4
- M. Methodologies
- N. AV Equipment/Supplies
  - 1. Tape Players
  - 2. Dukane
  - 3. Chalk
  - 4. Paper
  - 5. Pencils
- O. Class Structure
- P. Incorporated Teacher Training
- Q. Evaluation
  - 1. Gain formula
  - 2. Student evaluation
  - 3. Tutor evaluation
  - 4. Coordinator evaluation

PASS THE WORD

Illiteracy keeps America's potential behind bars. It leaves the classroom with school dropouts. It waits with America's unemployed workers in lengthening lines. And it passes from parent to child as part of the cycle of poverty.

But adult illiteracy is invisible. It receives little attention – everywhere, not just in your state.

Laubach Literacy Action wants you to know what we are doing to combat illiteracy throughout the nation. Write us and we'll tell you more about our literacy programs and how they make all of us winners.

Then, pass the word.

TUTOR

You can open doors for an adult nonreader like Sam. Sam just turned down a promotion at work because he knew he couldn't read the training instructions for the new job. So his illiteracy is still a secret, except at home where his children are beginning to wonder why daddy never helps with their homework.

SUPPORT A GROWING PROGRAM

Laubach Literacy Action volunteers reach America's most severely literacy-handicapped adults. And they do it for pennies a lesson.

Within the next five years we want to double the number of students we reach. We are preparing new tutor training programs and printing more books for adult new readers. And we're working with other adult education organizations to coordinate the national attack on illiteracy.

We invite you to support the literacy education programs we're developing. We want you to understand the problem of illiteracy and work with us to make it obsolete.

Really, you can't afford not to.

☐ **Yes, I want to find out more about illiteracy and how I can help fight it.**

Name **Phone Number**

Street Address **State** **Zip**

Local group:

Mail to: **Laubach Literacy Action**
1320 Jamesville Ave.,
Syracuse, N.Y. 13210

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Laubach Literacy International

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1st Session Schedule

Matching volunteer tutors with students is a sensitive and important step in the development of a successful Volunteer Adult Reading Program. Two of the most successful methods that have been tried in other programs are: one, coordinator assigns a student to a tutor based on collected data (test scores, interests, age, etc.); secondly, meet with the students and tutors in seperate groups and explain the first session exercises designed to help them choose a tutor or student of their choice. This method has merit if you believe adults are capable of choosing their own partner (student/tutor) after participating in some exercises designed to help them get to know each other. An example of a 2½ hour session with activities to facilitate this method are:

6:00 - 6:30 (30 min.)	Wind down from day's activities. This time allows everyone to mingle and chit-chat over a cup of coffee.
6:30 - 7:00 (30 min.)	Tutors and students meet in separate groups. This time is spent overviewing the program and explaining the exercises designed to help choose a partner for the eight week program.
7:00 - 7:30 (30 min.)	Exercise #1: Musical Chairs Have participants sit in a circle, and talk with the individual on their right for three minutes. Continue this process by having everyone change seats and sit by a new person every three minutes until all the participants have talked with each other. A record may be used to play soft background music. Every time the record stops, the participants change seats.
7:30 - 8:00 (30 min.)	Exercise #2: Comparing Interests. Items of Interest. Define each item of interest and instruct participants to circle a number from 1 to 5. One is the lowest and 5 is the highest. Students may need help to complete the items. (Use overhead projector).

8:00 - 8:30 (30 min.) Tutors assist students in filling out enrollment forms and working through a language experience exercise. Helping the student complete the information on the enrollment form provides an excellent opportunity for the tutor to get better acquainted with the student. Dialogue develops, and this provides a natural opening for the tutor and student to perform the first Language Experience exercise. This culminating activity should be the high-light of the first session for both the tutor and student as they both sense a successful learning experience. If the student and tutor feel good about the first session, the odds are excellent that they will be enthusiastic about future sessions.

Comparing Interests

Directions: Circle a number from 1 to 5. One is the lowest and five is the highest.

Items of Interest	Dislike				Like
1. Acting	1	2	3	4	5
2. Animals	1	2	3	4	5
3. Arts & Crafts	1	2	3	4	5
4. Camping	1	2	3	4	5
5. Children	1	2	3	4	5
6. Church	1	2	3	4	5
7. Exercising	1	2	3	4	5
8. Gardening	1	2	3	4	5
9. Homemaking	1	2	3	4	5
10. Math	1	2	3	4	5
11. Mechanics	1	2	3	4	5
12. Movies	1	2	3	4	5
13. Nature	1	2	3	4	5
14. Reading	1	2	3	4	5
15. Sports	1	2	3	4	5
16. School	1	2	3	4	5
17. Table Games	1	2	3	4	5
18. Traveling	1	2	3	4	5
19. T.V.	1	2	3	4	5
20. Writing	1	2	3	4	5

SCHEDULE OF ACTIVITIES FOR A 2½ HR. SESSION

1st Period	6:00 - 6:15 p.m.	Wind down from day's activities. Students and tutors relax, talk, etc. in a group.
2nd Period	6:15 - 7:00 p.m.	Individual study (student & tutor).
3rd Period	7:00 - 7:30 p.m.	Group social interaction.
4th Period	7:30 - 8:15 p.m.	Group study (Phonics).
5th Period	8:15 - 8:30 p.m.	Clean up and shut down.

For sessions excluding first and last.

Objectives

The State Department of Education has determined that literacy training for the disadvantaged adult is one of its highest objectives for adult basic education.[1] While this is an objective all basic educators support, it is also one that presents a dilema. How can adult educators in the Commonwealth of Kentucky meet this objective with so few resources, time, and money?

Until funding sources improve, volunteerism seems to be the only viable solution. Thus, the Murray State University Volunteer Reading Program (VARP) has expanded on the state's objective by developing more specific objectives utilizing a volunteer concept. These objectives are broken down into two areas, "Organizing a VARP" nad "Conducting a VARP".

Objectives for Organizing a VARP

1. Initiator will assess the need for a VARP by date .
2. Initiator will coordinate all organizational activities with district Superintendents and responsible ABE agencies by date .
3. Initiator will form an ad hcc committee to explore the organizational plan and objectives of a VARP by date .
4. If a Literacy Council is organized, the first meeting will be date .
5. The VARP Coordinator will be assigned by date .
6. The VARP budget will be set by date and raised by date .
7. Participant eligibility will be drafted by date .
8. Tutor training date will be date .

Objectives for Conducting a VARP

1. Enroll no. students and no. tutors by date .
2. Provide no. hours of pre-program tutor training on date at place .
3. Schedule no. public service announcements by date .
4. No. hour sessions will meet at place on days of week beginning date and ending date .
5. Participants will agree to attendance contract (see Appendix #2).
6. Eighty percent of students and tutors will complete the program (cycle - 16 weeks)
7. Students will progress an average of one year (nine months) reading gain per cycle (40 hours) as measured by the TABE-E test.
8. Eighty percent of participants will complete a program evaluation.

---

1 Division of Adult Ed., Bureau of Vocational Ed., Ky. Dept. of Ed., Kentucky's Adult Education Program Administrative Handbook, October, 1977, p. 4.

Work Schedule

	MON.	TUES.	WED.	THURS.	FRI.
-5	Collect 1980 Census data Write your VARP objectives Think about a VARP site	Meet with District Supt.. ABE Personnel, librarian, etc. Contact Media & schedule spots	Start Advisory Council prospect list & send them a letter requesting their attendance at the Literacy Council organizational meeting	Begin tutor prospect list Begin student prospect list	Send request for letters of support to community leaders Write letter to CONTACT for literacy information.
-4	Prepare Literacy Council Agenda Write Literacy Council job descriptions	Determine VARP accounting procedures Draft a VARP budget	Order pre & post testing materials and instructional supplies; audio-visual materials	Literacy Council meeting - elect officers Discuss CONTACT membership Recommend VARP Coordinator & appoint tutor trng. committ.	Order tutor trng. materials & meet with tutor training committee Thurs.(cont.) Select VARP site, contact phone number, Set date for next LC mtg
-3	Submit media release VARP general information & date for tutor training Confirm VARP site	Schedule future media events & recruit photographer Prepare & print VARP advertisements, i.e flyers, posters, etc.	Begin recruiting tutors & students Contact local govt. officials & request support	Send VARP information to feeder organizations	Distribute VARP advertisements, posters, flyers Secure key for VARP site & meet custodian
-2	Follow up on material orders Continue recruitment of students & tutors	Assemble tutor training materials & take to site	Locate pre-testing room with tables at the site.	Check audio-visual hardware & software Check on extension cord & if you need a 2 or 3 hole plug socket	Shop for refreshments and take to site. Remind photographer when he is needed.
-1	Meet with Literacy Council & go over VARP objectives & tutor training plans	Secure tutor training materials & meet with Committee to finalize event strategies	Free day for unexpected last minute tasks	Conduct tutor training at VARP site if possible	Take photos and write article for newspaper

CALLOWAY COUNTY PUBLIC LIBRARY • 710 Main St., Murray, Ky. 42071. 502/753-2288

February 18, 1983

Mr. Charles K. Guthrie, Coordinator
Extended Education
Adult Learning Center
Roy Stewart Stadium, Room 206
Murray, Kentucky 42071

Dear Mr. Guthrie,

I am so pleased that you are actively recruiting volunteers for your Adult Reading Program on a continuing basis.

You have certainly created an awareness in the community for the need of a program such as the one you have found so rewarding. When we realize approximately 5000 adults are identified as functional illiterates in this area, we realize we must rely heavily on your expertise in the recruitment and training of volunteer workers.

I am impressed with the number of students who continue to improve their reading ability after enrolling in your VARP classes. Figures show that most of these students are disadvantaged adults whose lives can be changed in a positive way when their reading ability improves. It seems to me that you are progressing more rapidly with the literacy problem in this region than any other area in the state. Perhaps much of it is due to the involvement you have insisted on from interested people in the community and the visibility of your project.

Whenever the library can be of help to you, please do not hesitate to call on us as we are vitally interested in your literacy program's continued success.

Very sincerely,

Margaret Trevathan

Margaret Trevathan
Director

MT:dj

What does LVA provide?

For tutors—for those who train tutors—for those who want to establish tutorial programs, LVA offers such materials as the workshop textbooks, **TUTOR** and **I Speak English; READ**, a diagnostic test; **ESLOA**, an oral English assessment; handbooks for all aspects of organizational work; a detailed **Bibliography**; and the workshops themselves.

The 18-hour **Adult Basic Reading** or **ESL Workshops** both use instruction by tapes and slides, plus live demonstrations and practice teaching.

The **Basic Reading Workshop** includes instruction in four techniques of teaching reading; language experience, sight words, phonics, patterned words, and how to apply all of these. Trainees also learn how to test students, how to plan lessons, set teaching goals, and motivate students.

The ESL Workshop includes segments on intercultural communication, orientation and testing, listening comprehension, getting started, non-verbal communication, survival skills, language skills, basic techniques, goals and lesson plans, citizenship and other cultures.

The Basic Reading workshop and tutorial experience has been evaluated by the American Council on Education, which recommended it for three semester hours of credit for successful compietion of the program.

READ ON! a sequential basic reading instructional series.

For more information:
Phone: 315/474-7039
Literacy Volunteers of America, Inc.
404 Oak Street
Syracuse, New York 13203

Why is LVA needed?

The enormity of the problem of illiteracy in North America has been highlighted by a number of studies.

The U.S. Office of Education study in 1975 identified 23 million adult Americans in the United States as "functionally illiterate." The majority of these individuals lack the skills to cope successfully as workers, parents, and citizens. The National Advisory Council on Adult Education terms them "voiceless and disillusioned. Their total life focus is survival."

The 1976 Canadian census shows about one million persons or 6% of the population age 15 and over with less than a fifth grade education. This does not include large numbers of adults with more schooling who are still unable to read at a fifth-grade level.

In addition, there are increasing numbers of non-English-speaking adults who desperately need to be able to converse in English. LVA programs serve non-English-speaking persons from over 50 countries.

How does LVA work?

Through its

Member Organizations

called affiliates.

An affiliate's primary purpose is the training, supervision, and support of volunteer tutors in its own community. It must meet LVA standards, use LVA's tutor-training workshops, be financially self-supporting, and have its own governing body. An affiliate member may be either a group of volunteers who are organized for the sole purpose of carrying on the Literacy Volunteers program or it may be an agency which uses LVA methods and materials to conduct a volunteer tutorial program as one component of its overall operation.

Affiliates may tutor students in the community at large or may work in such special settings as:

Adult Basic Education (ABE) Centers
where volunteers tutor ABE students who need special help in keeping up in class or those who have dropped out of ABE classes.

LVA's tutors also refer their students to ABE classes as soon as the students are ready:

Correctional Facilities
where both community and inmate volunteers are trained to tutor inmates;

Libraries
which adopt the LVA program as an integral part of their outreach program and sponsor the volunteer effort in their own communities;

Schools
where LVA tutors work with the professional reading staff to provide individual assistance;

Business and Industry
in which business firms provide major support to LVA programs. In some cases company personnel are given released time to tutor or be tutored, or assume leadership positions in the program.

Through

Technical Assistance

provided to agencies or organizations who want to initiate or expand their own tutorial programs in basic reading or English as a second language. The technical assistance workshop provided by LVA includes:

Tutor Training
in LVA's Adult Basic Reading or ESL Workshop;

Workshop Leaders Training
to prepare the client to conduct tutor training;

Program Management Training
to prepare the client to initiate and maintain a local tutoral program using volunteers.

Technical Assistance Workshops are given either for a single agency or for representatives from five to ten agencies, sharing costs of training, offered at a location of mutual convenience.

ILLITERACY

It makes us all losers.

25 million American adults are functionally illiterate. Thousands right in your community can't even fill out a job application. We all lose. We pay for illiteracy in many ways, including programs that treat the symptoms, but hardly ever the cause.

LOST: Dollars

An illiterate adult earns 42% less than a high school graduate. That adds up to $8 billion a year in lost tax revenues. And $5 billion of your taxes support welfare recipients who are unemployable due to illiteracy.

LOST: Productivity

At the same time that unemployment edges toward all time highs, American industry can't find enough employees with basic literacy skills to fill empty positions. And countries like Japan, with a better educated work force, outstrip American productivity rates.

LOST: Human Rights

20% of America's adults can't make informed decisions because they can't read. They can't understand a contract or shop for a bargain. And illiteracy among blacks and Hispanics is two and three times greater than the national average, [illegible] cial inequities in employment and income.

LOST: Safety

Crime - Most crimes are committed out of economic need. Since it guarantees economic need, illiteracy translates into billion dollar, crime-related destruction.

National Security - National defense depends on sophisticated weaponry. But 27% of Army enlistees can't read training manuals written at the 7th grade level.

Accidents - Illiterate parents can't read life-saving instructions on poison labels or use the phone book to get help. And industrial accidents result when workers can't read safety instructions.

LOST: The Future

The number of illiterate Americans is swelled by nearly one million school dropouts each year. The *U.S. News* forecasts that the decline in reading skills will lead in two decades to an elite literate class of no more than 30% of the population.

Adults are wage earners, consumers, voters, policy makers, parents. We run the nation. And while 1/5 of us are illiterate, we can't run the nation very well.

WHAT CAN YOU DO? TURN THIS PAGE OVER.

BEST COPY AVAILABLE

. . . promoting communications in the field of functional illiteracy.

the written word

CONTACT LITERACY CENTER APRIL 1983

LVA & LLA unite

Mrs. George Bush recently hosted a luncheon at her Washington home to recognize the contribution of volunteer literacy leaders to the adult literacy movement. In attendance were Literacy Volunteers of America Executive Director, Jinx Crouch; Board of Director's President, John Eggert; Laubach Literacy Action Executive Director, Peter Waite; and Laubach Literacy International President, Robert Caswell. The Vice President's wife has adopted literacy as her priority cause.

Representatives of ACTION, the U. S. agency for volunteer service, and B. Dalton Bookseller were also recognized. B. Dalton and ACTION are funding a $32,000 project enabling Laubach Literacy Action and Literacy Volunteers of America to combine talents in developing a system and training materials for organizing and managing volunteer tutorial programs. The project will be tested in San Francisco and rural Michigan prior to national dissemination. The grant signals the growing cooperation of the public and private sectors in the national literacy movement.

Literacy Volunteers of America and Laubach Literacy International are the nation's largest volunteer literacy organizations. From their Syracuse headquarters the two organizations serve adult literacy programs in 727 U. S. communities.

For additional information or membership with LVA and/or LLI, please contact: Jean Steiger, Literacy Volunteers of America, 404 Oak Street, Syracuse, NY 13203; 315/474-7039—Karen Norton, Laubach Literacy International, 1320 Jamesville Avenue, Syracuse, NY 13210; 315/422-9121.

new reader collection

The *Reader Development Bibliography* was compiled and edited by Melissa Forinash Buckingham, Head Librarian of Free Library of Philadelphia. In this bibliography all annotations have been thoroughly revised and updated and a special feature added—a "how-to" essay on evaluating, selecting, locating and purchasing appropriate adult literacy print materials and on promoting community use of your collections and services.

Each of the 400 entries in the *Reader Development Bibliography* includes full title and subtitle, author/editor, publisher, copyright date, price, series, reading level as determined by the Gunning Fox Index, and a brief annotation which includes a critical evaluation of content, style, point of view, and graphic appeal/appropriateness.

All of the materials are written in reading levels ranging from 1 to 8, and have contents which deal with areas of interest to adults. Basic skills materials which teach reading and mathematics include levels 1 to 4. Intermedial skills materials are those written on a 4th to 8th grade level. English as a second language, coping skills, GED (General Education Development) preparation, and leisure reading materials are also included in this bibliography.

Specific *Reader Development Bibliography* subjects include:

* Leisure Reading
* Biography
* Community and Family Life
* Jobs
* Reading and Writing
* Arithmetic
* Science
* Religion
* The World and Its People
* Materials for Tutors and Teachers

In addition, the three appendices are:

1. The Gunning Fog Index
2. Address of Publishers
3. Materials for Deaf Adults

The *Reader Development Bibliograpy* (ISBN 0-88336-57-4), in its 3rd edition, is available for $9.95 from R.R. Bowker Company, Order Department, P. O. Box 1807, Ann Arbor, MI 48106.

telephone tutoring

Literacy Volunteers of Connecticut (LVC) and Literacy Volunteers of Greater Hartford, with technical assistance from Aetna Life and Casualty, Aetna Players, and Color Teknika, Inc. have produced a 15-minute slide-

tape presentation that demonstrates tutoring by telephone.

The telephone tutoring training segment was developed in response to recommendations by tutors that tutoring by telephone become part of the Literacy Volunteer Basic Reading and English as a Second Language (ESL) programs. In many instances, tutors have used the telephone for instruction when a student/tutor meeting could not be arranged; it is not used as a replacement for regular tutoring sessions.

Included in the training segment are demonstrations of lessons in both Basic Reading and ESL. Advantages of using the telephone for instruction and methods of establishing a rapport with the student are explored. The narrator also responds to some of the concerns that might be raised through lack of personal contact.

Tutoring by telephone can be an exciting adjunct to the regular sessions. There are no special materials or techniques in telephone tutoring. All one needs is to have a willing student and tutor who will try this approach when they are unable to meet.

Tutors are finding that their students are learning basic techniques, use of the telephone, as well as developing of their conversational and survival skills.

The slide-tape presentation will be used as an In-Service Program by the LVC staff, local affiliates, and interested groups.

For additional information, please contact: Linda Loomis-Pines, Public Relations Coordinator, Literacy Volunteers of Connecticut, 576 Farmington Avenue, Hartford, CT 06105; 203/236-5466.

literacy forums

The National Center for Service-Learning (NCSL), part of the Federal Agency ACTION, is sponsoring 5 Regional Literacy Forums. The purpose of these Forums is to stimulate the development and expansion of literacy projects which involve secondary and post-secondary school students as volunteer tutors. The Forums will provide an opportunity for leaders from schools and communities to examine a variety of literacy training methodologies and the necessary elements of project development and management.

The first of these Forums will be held in Buffalo, New York on Wednesday, May 25, 1983. Later Forums are planned for Raleigh, North Carolina; San Antonio, Texas; St. Louis, Missouri; and East Los Angeles, California.

Advance registration is required. Applications may be obtained by calling NCSL's Contractor, the Center for Human Ecology Studies (CHES) at 800/633-9500 or by writing to CHES at Richards Lane, Freeport, ME 04032.

retaining students

Who drops out of adult education courses and why? *Retaining Adult Students*, by Gordon G. Darkenwald, addresses this major problem in adult education.

Darkenwald defines the nature and significance of the dropout-retention problem, reviews and interprets the research findings, and outlines a general model of the dropout-persistence process in adult education.

Using the Educational Resources Information Center (ERIC) data base, Darkenwald touches on issues of effective program design and construction that enhance retention of adult students.

Retaining Adult Students (IN 225 - $2.80), 23 pages, is available from the National Center for Research in Vocational Education, Publications Office Box N, 1960 Kenny Road, Columbus, OH 43210; 800/848-4815 (Ohio residents can call 614/486-3655).

REMINDER!

NATIONAL VOLUNTEER WEEK

APRIL 17 - 23, 1983

documentary on illiteracy

"Can You Read Me: A Report on Adult II Literacy," is being released for broadcast by the Media Production/Technology Center at Essex County College, Newark, New Jersey. Partially funded by the New Jersey Bureau of Adult and Community Education under Section 310 of the Adult Education Act, this 30-minute documentary was videotaped throughout New Jersey and took one year to complete. It was written and produced by Peter Wiesner, directed by Spencer Freund, and narrated by Sandra King, New Jersey Nightly News.

Distribution will begin in New Jersey on the New Jersey Network and later in New York on a commercial station and on cable throughout the Tri-State area. A national dissemination effort is planned due to the positive response to the program in a premiere showing at the 1882 National Adult Education Conference in San Antonio, Texas.

The documentary is intended to heighten public awareness about the illiteracy problem, and to encourage citizens to promote education in their communities and to support adult education and literacy programs. According to Barry Semple of the New Jersey Bureau of Adult and Community Education, "Many people are not aware of how functional illiteracy hurts individuals, whole communities, and the national economy."

Using 1980 Census data, the documentary paints a bleak picture of adult illiteracy—more than 34 millions estimated to be functionally illiterate, at least 23 million not having finished the eighth grade, and more than two million completely illiterate.

In the documentary, adults explain why they can't read. "When I said to my friends I couldn't read, they said, 'Annie, you're lying." This senior citizen said that she was not allowed to go to school by her father who would hide her when the truant officer came. A Rahway prisoner said, "If I had more education, I doubt I would be serving the 15 to 30 that I am doing now." And a woman, afraid of appearing on camera, confided, "When I stand up, I would get nervous, stutter, and kids would laugh at me. I just lost interest. You know when you're a kid, you think everything is done and over with."

The shame, humiliation, and isolation experienced by many undereducated adults is reflected in the interviews with adults, tutors, and teachers. Their statements are counterpointed by a range of observations, from citizens to governor, from supervisor to corporate executive. There is universal agreement that literacy is essential for functioning adequately in modern society, and that as a nation we cannot afford illiteracy. The fact that even unskilled jobs require literacy is underscored by a personnel director, a packing shed supervisor, a job counselor, and a spokesperson from the New Jersey Job Service. Statements from an Army colonel and a corporate vice-president stress the need for a literate Army and work force in a technologically oriented society.

A portion of the documentary describes what is being done to help undereducated adults. In New Jersey, there are programs at state-supported adult learning centers. Tutoring is provided by Literacy Volunteers of New Jersey and other groups in cooperation with local libraries. Yet, the current level of effort is not enough. Programs are being cut and a vast number of illiterate adults are not being served.

The documentary is a call to action—public and private—and will be used in the upcoming awareness campaign on adult illiteracy.

Copies of the documentary are being distributed by Essex County College on Type "C" format 1", 3/4" video cassette, and 1/2" VHS.

For further information, please contact: Peter Wiesner, Essex County College, MPT, 303 University Avenue, Newark, NJ 07102; 201/877-3274 or Barry Semple/Dick Hitt, Bureau of Adult and Community Education, 3535 Quakerbridge Road, Trenton, NJ 08619; 609/292-6472.

CHINESE PROVERB:

If you are planning for a year, sow rice . . .

If you are planning for a decade, plant trees . . .

If you are planning for a life time, educate a person . . .

subscribe...

the written word

Published by the CONTACT LITERACY CENTER, P. O. Box 81826, Lincoln, NE 68501-1826. A nonprofit organization serving as a clearinghouse in the area of functional illiteracy.

Rhonda Kadavy, Editor
Donna Hunzeker

Issued monthly (12 issues per year)
Subscription rate, $6.00 annually

the written word is published monthly by the CONTACT LITERACY CENTER. Our literacy efforts began as a project sponsored by the American Association of Advertising Agencies, and we continue our affiliation with the AAAA through the COALITION FOR LITERACY, a group of organizations with a deep commitment to work toward the eradication of illiteracy. The AAAA acts as a catalyst in delivering manpower from the communications business as volunteer help for literacy programs; the CONTACT LITERACY CENTER continues to facilitate this service. *the written word* is intended to encourage communication and cooperation between individuals, government institutions, corporations, schools, libraries, and social service agencies working on the problem of illiteracy. We would appreciate it if you would share with us information on your work in the field of illiteracy. Please call or write: Rhonda Kadavy, Director, CONTACT LITERACY CENTER, P.O. Box 81826, Lincoln, NE 68501; 402/464-0602.

_____ *the written word* (12 issues) — $6.00

_____ *Reducing Functional Illiteracy: A National Guide to Facilities and Services*, 148 pp. - $12.00

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Murray State University

Extended Education
Adult Learning Center
Roy Stewart Stadium Room 206
Murray, Ky. 42071 (502) 762-6971

March 21, 1983

Dear Friend,

An organizational meeting to form a Murray/Calloway County Literacy Program will be held at the Adult Learning Center, Murray State University, Room 206, Stewart Stadium on March 28, at 3:00 p.m.

You are invited to attend this meeting as you have indicated an interest in local literacy training.

A program agenda is included for you information. If you have questions or concerns, please call (502) 762-7971 or come by the Adult Learning Center. Thank you.

Respectfully yours,
Charles K. Guthrie
By Mildred Nichols, asst. coord.
Charles K. Guthrie,
Coordinator,
Adult Learning Center

CKG/mn

cc: To Literacy Council Members

AGENDA

Introductions.

Needs for literacy training in Murray/Calloway County and Region.

Current literacy programs in Murray/Calloway County area.

Kentucky Coalition for Literacy.

Literacy Teleconference April 30, 1983.

VISTA proposal.

Contributions to Murray State University Foundation. (VARP)

Election of officers

Literacy Council Job Descriptions

Chairperson

Conduct quarterly meetings
Call meetings
Assign committees
Authorize all monteary transactions
Approve all correspondence and news releases

Secretary

Take minutes of Council meetings
Dispense with correspondence as directed by Council Chairperson

Treasurer

Give treasurer's report when asked by Chairperson
Deposit contributions and write receipts
Write checks for expenses or initiate payment for bills when advised by Chairperson

Public Relations Chairperson

Recruit committee members when needed
Assist in publicizing tutor training events
Coordinate all news media releases with Chairperson

Fund Raising Chairperson

Recruit committee members when needed
Conduct on-going fund raising events
Coordinate all fund raising activities with Chairperson

Tutor/Volunteer Training Chairperson

Coordinate volunteer tutor training programs
Recruit committee members when needed
Seek approval from Council for expenses involved with tutor training activities

More information about organizing and managing a local Literacy Program may be found in Literacy Volunteers of America, Inc., Organizational Management Handbook.

VARP Accounting Procedures

Funding a VARP may include monies from several sources, and accountability could become a problem if grants and gifts are not handled properly. Most VARPs operate within a school district, and the district handles the funding. However, some VARPs may solicite local funding, and if monies are received from individuals and/or organizations, a tax deductible number is required. The easiest mehtod of acquiring a tax deductible status for gifts is to have a sponsoring organization such as a church, school system, or a foundation accept your gifts, and write receipts. The Murray VARP has become a member of the Murray State University Foundation, and the foundation handles all the receipts and writes checks approved by the Literacy Council.

VARP Tutor Training

Tutor training is crucial for providing an effective VARP. There are many different approaches for conducting a tutor training program, and several reputable literacy training organizations will do the tutor training for your group. Perhaps the least expensive way is to contact the ABE unit, State Department of Education and request their assistance. Your regional ABE Supervisor in Frankfort, State Department of Education, should have the names of recognized trainers to assist you with specific information.

The Murray VARP conducts a three hour Tutor/Helper Orientation one week prior to the first VARP session at the site. This session orientates tutors about the program, and what is expected of them and the student. The majority of tutor training for instructing the student is incorporated into the weekly sessions with students present. Each session, a unit of "Phonics in a Nutshell" is presented to the group and the student and tutor learn phonics skills together with a resource person available for questions. This information is reinforced in one-on-one instruction sessions between tutor and student following the general sessions.

The degree of tutor training programs may vary, and you may want to review the following resources for literacy tutor training.

Public announcements, through various media, includes the necessity for volunteer tutor/helpers to attend a three (3) hour orientation session prior to the VARP beginning date.

Tutor/Helper Orientation

The tutor/helper orientation should be held at the VARP site and include information about the following:

6:00-6:15 Welcome and Introductions
6:15-6:30 VARP Philosophy and Objectives
6:30-6:45 Adult Learner Characteristics
6:45-7:00 Tour the Facility
7:00-7:15 Coffee Break
7:15-7:45 Schedule

A. How many sessions (visual aid calendar)
B. Length of sessions (visual aid)
C. Absentee policy (handout of VARP personnel)

7:45-8:00 Administration

A. Time card (visual aid)
B. Student folder (visual aid)
C. Materials sign out (visual aid)
D. Filing completed work

8:00-8:30 Testing

A. Pre-test: TABE-E-1 (visual aid)
B. Post-test: TABE-E-2 (visual aid)
C. Time Limit
D. Scoring
E. Prescription

8:30-9:00 Instructional (prescription-objectives) materials and methodology

A. Prescription (<u>what</u> we will teach)(visual aid)
B. Materials (<u>what</u> we will use to teach) (handout)
C. Methodology (<u>how</u> we will teach)

VARP Student Testing

Determining what instrument to use for pre- and post-testing of functionally illiterate students is difficult. Most Standardized tests such as the "Test of Adult Basic Education" Form 1 and 2 will test vocabulary and comprehension from 0 through 5.0 grade placement (GP) but it doesn't include a phonics test

Validating VARP statistics requires the use of a standardized instrument such as the TABE. However, for a more precise diagnosis of reading deficiencies, including phonetic deficiencies, you may consider giving the "Pope Inventory of Basic Reading Skills." This test is described in Guidelines to Teaching Remedial Reading, Book Lab, Inc.

By using the TABE and the "Pope Inventory of Basic Reading Skills" tests, you can determine the student's (GP), and write a comprehensive instruction prescription. There are other good achievement and Phonic's tests on the market, and you may prefer one of them; however, I think it is very important to document your program's success by using a standardized pre- and post-test.

Tests of Adult Basic Education (TABE)
CTB/McGraw-Hill
P.O. Box 62116
San Francisco, CA 94162

Pope Inventory of Basic Reading Skills
Book-Lab, Inc.
1449 Thrity-Seventh St.
Brooklyn, New York 11218

Slosson Oral Reading Test (SORT)
Slosson Educational Publications, Inc.
140 Pine Street
East Aurora, New York 14052

Woodcock Reading Mastery Tests
American Guidance Services
Publisher's Building
Circle Pines, MN 55014

Reading Evaluation - Adult Diagnosis (READ)
Literacy Volunteers of America, Inc.
Midtown Plaza - Room 623
700 East Water Street
Syracuse, New York 13210

Adult Literacy Materials

There are many effective materials for instructing the functionally illiterate adult. Some of the most often used materials have been assessed by Mrs. Sharon Darling of the Adult and Continuing Education Unit, Jefferson County Board of Education. The Table of Contents and the List of Publishers from this "Adult Reading Materials Assessment" are provided for you.

Also, a list of reading materials developed by Mr. Chuck Guthrie, Coordinator of the Murray State University Adult Learning Center are also included for your information.

More information about the "Adult Reading Materials Assessment" may be acquired by writing:

Mrs. Sharon Darling
Adult and Continuing Education Unit
Jefferson County Board of Education
3442 Preston Highway
Louisville, Kentucky 40213

Reading materials developed for self-study by the functionally illiterate adult may be acquired by writing:

Mr. Charles K. Guthrie, Coordinator
Murray Adult Learning Center
Room 206 Roy Stewart Stadium
Murray State University
Murray, Kentucky 42071

Continued on next page.

The materials assessment was developed by the following committe of adult literacy teachers in Jefferson County, Kentucky.

Mary Jane Helm co-chairperson
Beverly Herrlinger co-chairperson
Donna Henderson
Mary Lewis
Mary Ann Palmer
Judy Pomfret
Bill Spencer

The assessment is designed to be a working draft subject to revision and was developed as a result of research conducted in a 310 project funded by the Division of Adult Education, Kentucky State Department of Education.

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5. News For You
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F. McGraw Hill
1. Dr. Spello

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   g. Trailblazers
   h. Silent Deep
7. Panorama
8. Sounds, Words, and Meanings
9. Steps to Learning--Books 1 and 2
10. Superstars Series
11. Working With Words

III. Tests

A. ABLE I, II
B. SORT (Richard L. Slossen)
C. Steck-Vaughn Placement
D. TABE (Test of Adult Basic Education)
E. Woodcock Reading Mastery Tests

IV. Professional Readings in Adult Literacy

V. List of Publishers' Addresses

VI. Chart--Supplemental Materials and Evaluations

Part V: List of Publishers' Addresses

1. American Guidances Service, Inc.
   Publishers' Building
   Circle Pines, Minnesota 55014

2. Cambridge Book Company
   888 Seventh Avenue
   New York, N. Y. 10106

3. Globe Book Company
   50 West 23rd. Street
   New York, N. Y. 10010

4. Grolier Educational Corp.
   845 Third Avenue
   New York, N. Y. 10022

5. Harcourt, Brace, Jovanovich, Inc.
   757 Third Avenue
   New York, N. Y. 10017

6. McGraw Hill Book Company/CTB
   PO Box 62116
   San Francisco, Ca. 94162

7. New Readers Press
   1320 Jamesville Avenue
   PO Box 131
   Syracuse, N. Y. 13210

8. SRA--Science Research Associates, Inc.
   PO Box 4924
   Chicago, Ill. 60680

9. Steck-Vaughn Company
   PO Box 2028
   Austin, Texas 78768

10. Xerox Education Publication
    PO Box 16627
    Columbus, Ohio 43216

Appendix #20c

ADULT LEARNING CENTER
MURRAY STATE UNIVERSITY
762-6971
INSTRUCTIONAL MATERIALS ORDER BLANK

NUMBER	MATERIALS DESCRIPTION	QUANTITY	COST	SUBTOTAL
001	Student Enrollment Form		.01	
002	Student Folder		.20	
003	Alphabet Workbook		3.00	
004	Alphabet Workbook Cassette Tape		2.00	
005	Teacher Time Card		.05	
006	Student Time Card		.05	
007	Vocabulary Recognition #1		.25	
008	Vocabulary Recognition #2		.25	
009	Vocabulary Recognition #3		.25	
010	Vocabulary Recognition #4		.25	
011	Vocabulary Recognition #1 & #2 Cassette		3.00	
012	Vocabulary Recognition #3 & #4 Cassette		3.00	
013	General Mathematics Practice Package		5.00	
	TOTAL			

Make check payable to: Murray State University Adult Learning Center

Address: Room 206 Roy Stewart Stadium
Murray, Kentucky 42071

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Murray State University

Extended Education
Adult Learning Center
Roy Stewart Stadium Room 206
Murray, Ky. 42071 (502) 762-6971

January 10, 1983

To Whom It May Concern:

The _____ County Board of Education in cooperation with Murray State University and the Kentucky State Department of Education is now promoting a literacy training program in _____ County.

This program is directed toward adults who cannot read or who have difficulty reading. According to the 1980 census, nearly no. adults in _____ County have completed less than an eighth grade education, and many of these individuals need one-on-one instruction to improve their basic reading skills.

A _____ County Volunteer Adult Reading Program (VARP) has been implemented to provide literacy students with one-on-one instruction. Volunteer tutors make it possible to have one tutor per student for each session of instruction.

_____ County plans to begin its VARP program ___date___ with a four hour tutor training session. Volunteer tutors are now encouraged to call phone if they plan to participate. Tutors must be 18 years old, have a high school diploma or equivalent (GED), and agree to a verbal attendance contract. The program will begin ___date_____ and meet for 2½ hour sessions on Tuesdays and Thrusdays for eight weeks. The program is scheduled to end on ___date___.

Student enrollment for the VARP program is now in progress, and there will be a limit of ten students. The program is free, and will meet at _____ ___place_____. Anyone who is 18 years of age or older, who cannot read or has difficulty reading, and is not presently enrolled in a public school is eligible to become a student in the VARP program. Student enrollment information is available at the ____ County Board of Education.

We are expecting a successful 1983 VARP program, and we would like you to be a part of it.

Murray State University

Center for Continuing Education
Adult Learning Center
Murray, Ky. 42071 (502) 762-6971

February 7, 1980

The Adult Learning Center, Murray State University, will offer an adult reading program in the Murray-Calloway County area, beginning March 4, 1980. Classes will meet on Tuesday and Thursday nights from 6 to 8:30 p.m., at the First United Methodist Church, Murray, Kentucky, and will continue through April 24, 1980.

This program will be directed toward adults, 16 years of age or older, not presently enrolled in a public school, who cannont read or has difficulty reading.

The program will be limited to ten (10) students. Each student will have a volunteer tutor (helper).

This program is FREE! Books and materials will be furnished.

Volunteer tutors/helpers are the key to making this program a success. Tutor/helpers qualifications are: high school graduates or equivalency, 18 years of age or older, and willing to attend a three (3) hour training session on Tuesday, February 26, 1980, from 6 to 9 p.m. Interested applicants should call the Adult Learning Center, Murray State University (762-6971), or stop by the Adult Learning Center in Room 206, Roy Stewart Stadium (football stadium), Murray State University.

Sincerely yours,

Chuck Guthrie

Chuck K. Guthrie, Director
Adult Learing Center
Murray State University

CKG/kw

Sample Tutor Invitation to the Tutor Training

Dear name .

The Murray Volunteer Adult Reading Program (VARP) cordially invites you to attend a tutor training program on date at place .

An agenda and map are enclosed for your information.

All materials will be furnished free of charge.

Respectfully yours,

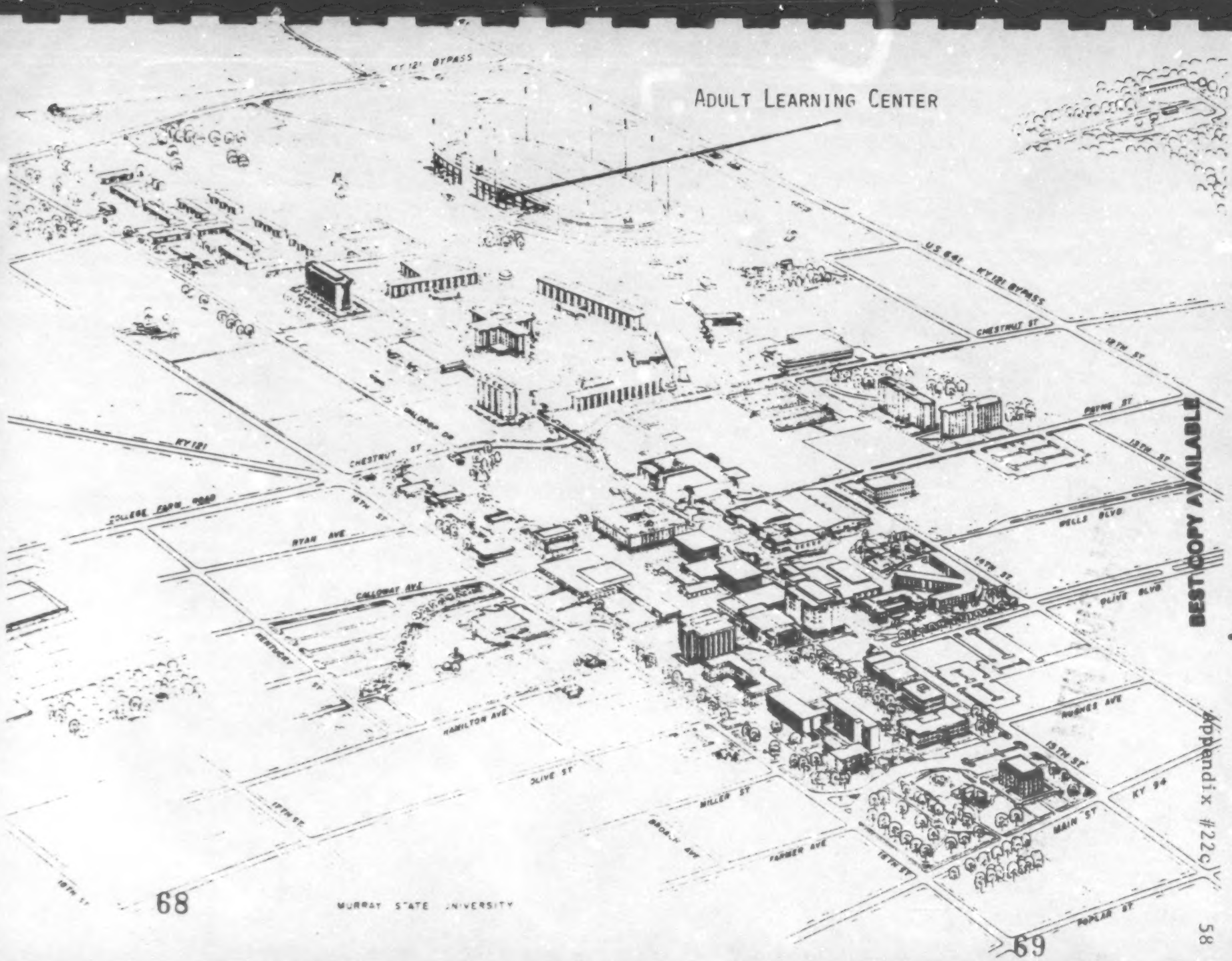
Name
Title

R.S.V.P. (762-6971)

Enclosures

Volunteer Adult Reading Program
Tutor Training Outline
6:00-9:00 p.m.

I. Tutor Training
   A. Purpose
   B. Philosophy
   C. History
   D. Facility tour
   E. Schedule
   F. Contract
   G. Record keeping
      1. Time card
      2. Student folder
         a. Tutor check list
         b. Student goals/oral reading
         c. Materials sign-out
         d. Recording test scores
         e. Notes
         f. Prescription posting
   H. Student Survey
   I. Student-Tutor Selection & Contract
   J. Student Assessment
      1. Pre-Test TABE E-1
      2. Post-Test TABE E-2
   K. Language Experience Exercise
   L. Instructional Materials
      1. Reading-Writing (1-2-3-Syllable Step)
         a. Alphabet Workbook
         b. Vocabulary Recognition 1,2,3,4
   M. Methodologies
   N. AV Equipment/Supplies
      1. Tape Players
      2. Dukane
      3. Chalk
      4. Paper
      5. Pencils
   O. Class Structure
   P. Incorporated Teacher Training
   Q. Evaluation
      1. Gain formula
      2. Student evaluation
      3. Tutor evaluation
      4. Coordinator evaluation



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murray state university

Certificate of Achievement

Murray State University
Center for Continuing Education

General Adult Education Program

awarded to

_____

This is to certify that the holder of this certificate has successfully completed an intensive period of study in the following subject or subjects:

In testimony whereof and by authority in us vested, we have affixed our signatures this the _____day of _____19_____at _____County, _____Kentucky

_____
Instructor

_____
Director

_____
Dean

VARP STATISTICS

1. STUDENT ENROLLMENT							
2. NUMBER OF VOLUNTEER TUTORS/HELPERS							
3. TOTAL STUDENT HOURS							
4. VOLUNTEER TUTOR/HELPER HOURS							
*5. AVERAGE STUDENT READING LEVEL GAIN							
*6. FOMULA (HOURS PER 1 YEAR GAIN)							
7. STUDENT RETENTION							
8. TOTAL PROGRAM INSTRUCTIONAL HOURS							
*9. TUTOR TRAINING HOURS							
10. MALE/FEMALE (STUDENT)							
11. RACE: W B A AI H							
12. AVERAGE ENTRY EDUCATIONAL LEVEL COMPLETED							
13. AVERAGE ENTRY EDUCATION ACHIEVEMENT LEVEL							
14. UNEMPLOYED/EMPLOYED/NON-WORKER (STUDENT)							
*15. HOURS X MINIMUM WAGE (TUTORS)							
16. AVERAGE AGE (STUDENT)							
17. COORDINATOR							
18. ABE SUPERVISOR							
19. ABE STATE SUPERVISOR							
20. LOCATION							

Appendix #24 OU

Murray State University
Volunteer Adult Reading Program
(VARP)

Tutor Job Description

The VARP tutor instructs the functionally illiterate adult in adult basic education (ABE) curricula. ABE curricula involves reading, writing and arithmetic content on grade levels 1 through 7.9. Tutors normally work on a one-to-one ratio with the student(s).

Eligibility

The VARP tutor must be at least eighteen years of age and possess a high school equivalency.

Training

The VARP tutor must agree to attend a three hour pre-program training session.

Time Commitment

The VARP tutor will log a total of fifty contact hours with the student in a nine month period.

Salary and Fringe Benefits

None. However, travel to and from the VARP site may be tax deductible.

Supervised by

The VARP tutor will be supervised by the VARP coordinator.

Verbal Contract

The VARP tutor will verbally agree to a mutual contract statement with the student.

Murray State University
Volunteer Adult Reading Program
(VARP)

Student Eligibility

The VARP student must be at least sixteen years of age and not enrolled in the public school, and read below the 8th grade level.

Time Commitment

The VARP student will verbally agree to a contract statement with the tutor.

Student Fee

None.

Student Books

Required books and materials are furnished.

CONTRACT

I (S/T name) agree to meet with (S/T name) from (time, e.g., 6-8:30 p.m.) on (days of the week) for the next (number of weeks). If, for any reason, I cannot attend a meeting, I will notify my (student/tutor) as far in advance as possible. I will make a dedicated effort to attend 80% of the meetings.